Building Bridges Across Schools and Communities: Current Collaborative Efforts to Realize Necessary Prevention and Early Intervention

Moderators:
Monica Nepomuceno, California Department of Education (CDE)
Kai LeMasson, Mental Health Services Oversight and Accountability Commission (MHSOAC)

Panelists:
Ryan Padrez, The Primary School
Kami Murphy, The California Association of Health and Education Linked Professions (CAHELP)
Kacey Rodenbush, Monterey County Behavioral Health
Michael Lombardo, Placer County Office of Education (PCOE)
Jodi Couick, West Contra Costa Unified School District
Purpose of Panel

To feature local Prevention and Early Intervention (PEI) models and approaches that:

• Integrate services and supports across traditionally siloed systems

• Begin early in a child’s development

• Address the needs of the “whole child” and their family

• Strive to build long-term health, resilience, and educational success
Panel Structure

• Panelist presentations
• Two rounds of questions
• Audience participation
Ryan Padrez

The Primary School
THE PRIMARY SCHOOL
A HEALTH AND EDUCATION PARTNERSHIP

MISSION: To foster each child’s well-being as a foundation for academic and life success by drawing on the strengths of the child’s entire community, including family, educators, medical and mental health providers.

- Care is coordinated and seamless
- Access is simple, easy and efficient (same people, same place)
- Data and information are shared across channels
THEORY OF CHANGE

GUIDING PRINCIPLES

I. START EARLY
- Parent-child supports starting at birth
- Targeted early childhood programs
- Developmental screening
- Strive for preschool readiness

II. INTEGRATE SUPPORTS
- Whole child approach: Academic, SE “soul”, and Health outcomes
- Promote resiliency against toxic stress
- Driven by child’s need, not system

III. INVOLVE PARENTS
- Group-based parent wellness coaching
- Promotion of protective factors
- Referrals to partner services to address social needs

IV. REPLICABILITY
- Build game changing, replicable system of care for children
  - Game changing = fundamentally changes the life course of most in need children
  - Replicable = can be replicated in other communities on public funding
INTEGRATED SUPPORT SYSTEM

KEY PARTNERS

TIER 1: BUILDING A SUPPORTIVE ENVIRONMENT
- Conscious Discipline
- Integrated SEL curriculum
- Children’s Circle “Soul” Goals

TIER 2: TARGETED SUPPORTS
- Small group interventions

TIER 3: INTENSIVE
- Success Plans Referrals
Kami Murphy

The California Association of Health and Education Linked Professions (CAHELP)

The California Association of Health and Education Linked Professions (CAHELP), a Joint Powers Authority (JPA), is a public education consortium of school districts and charter schools.

We serve our community through three branches of service to provide our school districts innovative behavioral health programs, prevention and intervention supports, consultation, special education supports, and professional development.

Located in San Bernardino County
A Strong Foundation: Important for ALL Adults and Children

The Interconnected Systems Framework (ISF) is a structure and process to integrate Positive Behavioral Interventions and Supports and School Mental Health within school systems.

Building the capacity of the entire school to become Social Emotional Leaders. Creating: Safe, Predictable, Consistent and Nurturing environments
Early Childhood PBIS Training
Year One: Team Training Scope and Sequence

DAY 1
Steps 1-3
1. Establish a PBIS Team
2. Develop a Behavioral Statement of Purpose
3. Identify Program-Wide Behavioral Expectation

DAY 2
Steps 4-5
4. Teach Positive Behavioral Expectations
5. Create an Acknowledgement System • Creating Supportive Environments

DAY 3
Team Workgroup • Opportunity to review current implementation plans, discuss next steps, action plan, receive support as teams move through implementation steps, and resources to create visual supports

DAY 4
Half Day
Teaching Positive Behaviors: Tools and Strategies

DAY 5
Steps 6-7
6. Discourage Challenging Behaviors • Function of Behavior
7. Develop Data-Based Procedures for Monitoring Implementation Half Day

DAY 6
Half Day
Minor and Majors: Defining and Responding to challenging behavior.

DAY 7
TIPS (Supportive of Step 7)
• Team-Initiated Problem Solving
• Implementation & Kick-Off Day

DAY 8
Half Day
The Brain, Trauma, and Behavior

Trainers of Trainers (TOT)- 4 Days and Director's Collaborative Preselected Program Representatives

School-Wide Information System (SWIS)
Regional (1/2 day between days 6&7)
(Supportive of Step 7)
SWIS Training For:
Administrator, Data Analyst, Site Leads, Other Program Rep
Implementation Data – Utilizing Universal Screening tools

Examples of Screening Tools:

• Ages and Stages Questionnaire, Social Emotional (ASQ-SE)
• Social Skills Rating Scales (SSRS) for older students

Identify early, prevent where applicable, intervene when needed and collect data.
Early Childhood Intervention and Outcome

Building the capacity of the entire site to become social emotional leaders, even when we intervene.

So, no matter what your background is as an educator, clinician, student, family or community member, we are focusing together Creating: Safe, Predictable, Consistent and Nurturing environments
Funding for Sustainability

- Out of Home (AB 602)
- Grants (DBH, MHSOAC, etc.)
- District MOU’s
- QRIS funding – Quality Rating and Improvement System
- Community outreach partnerships
- CARE
- SART
- Medi-cal billing
- PEI Plan
- MHSA Funds
Kacey Rodenbush
Monterey County Behavioral Health
School Climate Transformation Leadership Team Representatives

- Monterey County Office of Education
- Monterey County Behavioral Health
- Department of Social Services
- Monterey County Health Department
- Monterey County Probation Department
- MCOE Foster Youth
- Harmony at Home, Bullying Prevention
- Partners for Peace, Parent Education
- Restorative Justice Partners, Inc.
- Santa Clara COE, Training & T.A.
- Monterey County SELPA
- Building Healthy Communities
- City of Salinas Community Alliance for Safety & Peace (CASP)
- California State University, Monterey Bay

- School Districts (7 districts, 72 schools)
  - Alisal Union School District (12)
  - Gonzales Unified School District (3)
  - Monterey Peninsula Unified School District (20)
  - King City Union School District (4)
  - Salinas City Elementary School District (14)
  - Salinas Union High School District (11)
  - Soledad Unified School District (8)
Interconnecting ALL Systems of Care

**School Districts/County Office of Education**
- MCBH Education Team
  - Serves school districts in partnership with MCOE and School Climate Leadership Team

**Law Enforcement**
- MCBH Mobile Crisis Team
  - Serves youth experiencing a mental health crisis

**Child Welfare**
- MCBH FAST Team
  - Serves youth in foster care

**Juvenile Probation**
- MCBH Juvenile Justice Team
  - Serves youth on probation

**Natividad Emergency Department**
- MCBH ACCESS Team
  - Serves youth at Natividad Hospital placed on a 5150 hold

Interconnected Systems Framework (ISF) – MCBH school-based clinician connected to every other part of the system
MCBH Integration into the Schools

• Clinicians assigned to specific school campuses
• Integrated into school climate and culture by providing mental health training, coaching and consultation
• BH provides TWO programs:
  1. IEP
  2. General Ed
• 57 BH staff provide Full Continuum of Mental Health Services in all regions of the County
Continuum of MCBH School-Based Services and Supports

**Tier I Training**
- Youth Mental Health First Aid
- Suicide Prevention and Response
- Critical Incident Stress Management
- Mindfulness
- Trauma-Informed Education
- Self-Care for Educators

**Tier II**
- Family Therapy
- Mindfulness
- SuperFlex/Social Skills
- Stress Free Kids
- Parent Project/Loving Solutions
- Cognitive Behavioral Intervention for Trauma in Schools

**Tier III**
- 1:1 Therapy
- Med Management
- TBS/HART
- Crisis Intervention
- Mindfulness

School-Based Services and Supports
Blended Funding Model in Monterey County

Tier 1
School-Wide Universal/Prevention

Tier 2
Short-Term Targeted Interventions

Tier 3
Longer-Term Intensive Interventions

- Local Control Funding Formula
- SELPA IDEA – MH $ is pooled

Stationary

- Medi-Cal Specialty Mental Health
- MCBH
- Administrative costs

Schools

MCOE

School Climate Transformation Grant
Michael Lombardo
Placer County Office of Education
Program Overview

- Formed in 1988 System Management Advocacy Resource Team
  - Collaboration between Human Services, Child Welfare, Mental Health, Education, Family Partnership and Probation
  - Multiple Integrated Teams, Programs and Partnerships
  - Focus on strength based integrated solutions
Integrated in System of Care

Model of Integrated Collaborative Multidisciplinary Team

Team Consists of:
- Education
- Child Welfare/Social Workers
- Eligibility Worker
- Public Health Nurse
- Adoptions Worker
- Probation
- Family and Youth Partners

Other Agencies Integrated on Teams
- *Independent Living Program (ILP)
- *Intake/Emergency Response
- *Functional Family Therapy
- *Drug Court
- *Wraparound Services
Types of Services and Funding Strategies

Integrated Teams
Crisis Resolution Center
Suicide Prevention and Intervention
CSEC Prevention and Intervention
Positive Behavior Intervention and Supports
Mental Health Prevention in Schools
Custody Based Services
Foster Youth Services
Homeless Student Services
Transition Partnership Plus
Community Resource Web Directory

~Braided Funding Sources~
Education
Child Welfare
Probation
Mental Health
MHSA
LCAP
Grant Funding
First Five
Education Core Funding
School Based Collaborative / Integrated Team

Integrated County & Education School Partnership
“Creating Wellness Campus”

Mental Health & Wellness
- Supporting Staff Response and Prevention
- Supporting Data
- Supporting Decision Making
- Supporting Student Wellness

Integrated School Team
- Social Worker
- Admin
- School Psychologist
- Family
- Mental Health
- Academic Staff
- Community Based Agency
- Behavior Staff

Outcomes
- Systems
- Practices
Jodi Couick
West Contra Costa U.S.D.
West County Full Service Community School-A Strategic Vehicle For Climate Transformation

Full Service Community Schools (FSCS) aims to increase student and family well-being by offering access to high quality coordination of comprehensive academic, social, emotional, and health services that supports preparing students to be college, career, and community ready.

This integrated, comprehensive, coordinated collaboration aims at achieving educational success, well-being and self-efficacy for students, families and communities. This collaborative effort geared towards school and community transformation includes West Contra Costa Unified School District, Contra Costa County, local cities, community-based organizations, and residents.
Full Service Community Schools In Action

- Shared Vision and Leadership
- Needs/Asset Assessment
- School Priorities & Goals
- Community School Plan for Services and Partnership- Embedded in SPSA

CARE Team: Student Centered- Early Intervention
Community Schools Coordinator
Community Schools Team: Focus on non-academic Culture/Climate, Family Engagement, Social/Emotional
Coordinated Services and Referrals
West Contra Costa U.S.D.-New Program
Overview of the K/1 Collaborative Model

<table>
<thead>
<tr>
<th>Separate Setting</th>
<th>Collaborative Model</th>
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<tbody>
<tr>
<td>Students are moved to a separate class or on a separate campus to access supports</td>
<td>Students stay in a general education classroom supports are implemented in the least restrictive environment</td>
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<tr>
<td>Students spend all of their time with other students that also have significant needs</td>
<td>Students spend most of their time amongst their general education peers</td>
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<tr>
<td>Students generally receive a similar level of services and supports from intake until discharge; services part of a “package”</td>
<td>Services are more flexible and responsive, tapering as students show progress, allowing for more seamless transitions</td>
</tr>
<tr>
<td>Experts work separately from general education staff</td>
<td>Expertise is integrated into the general education environment and can benefit more students (Tier 2, even Tier 1)</td>
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Short and Long-term Program Goals

• Short term:
  • For students:
    • Reduce behaviors that interfere with academic and social success
    • Develop adaptive skills needed to participate and thrive at school
  • For families:
    • Increase and enhance the natural network of support in the student’s life
  • For staff:
    • Understand the benefits for all student of the inclusion model
    • Provide students with positive self beliefs

• Long-term:
  • Develop whole-school environments responsive to the needs of students who have experienced chronic stress and trauma
  • **Build capacity** and commitment in staff, teams, schools
SERVICES & TREATMENT

• Multi-sector team to support integration of services across systems. Creates opportunity for family systems support

• Allows for intensive support for highest needs students while also supporting students staying in the least restrictive environment

• Provides early intervention mental health services and case management support for highest needs students

• *Treatment* may include:
  - Behavior Interventions
  - School Support
  - Occupational/Language Therapy
  - Trauma Informed Training & Consultation
  - Parent Education/Parent Support
  - Counseling/Mental Health Services
  - Crisis Intervention Services
What lessons have you learned in program implementation and efforts to build cross-agency partnerships?
Lessons Learned
Ryan Padrez

• Integration work is hard

• 2 general supports are critical

• Gaps in mental health services, particularly for >3yo

• Challenging to determine best approach for supporting a child

• Power of teacher relationship with child is critical, but requires investment and capacity building
Lessons Learned
Kami Murphy

• Educators and Mental Health practitioners – experts in numerous practices – MUST focus on how the practices function within a well formed, often missing, whole child system in classrooms, preschool programs and on school campus’ – **BUT** keep practices in focus

• Need language alignment between specialties – who already does “what” and what does that look like? Are we doing the same thing?

• Focus a team using data – the best plans could fall apart with just good intention...even with time, money and resources

• This takes time...sometimes a lot of time. Go slow to go fast
Lessons Learned
Kacey Rodenbush

• Strong Tier 1 and Tier 2 system are critical to have in place prior to integrating mental health services and supports
• It is important to have all partners and key stakeholders at the table in order to plan and implement together
• Partners must be willing to spend time with planning, evaluation and assessment of data to help guide decision making
• Most schools that have many supports in place just need technical assistance to align resources and maximize delivery of services
• Patience and persistence are essential in the process—mental health integration demands a shift in how system cultures work together, which takes time and commitment
Lessons Learned
Michael Lombardo

- Be Patient
- Be Transparent
- Be Collaborative
- Be Responsive
- Be Enduring
Lessons Learned

Jodi Couick

• Ensure school ownership and understanding (staff changes)

• Careful selection process of targeted students

• Start small and build

• Provide ongoing community awareness and support for model
What additional local or state support, including legislation, might assist you as you continue to pursue your work?
Supported Needed to Continue Work

Ryan Padrez

• More funding for prevention and “tier 2” supports

• Easier funding for 2\textsuperscript{nd} Generation models

• Investments in programs for 3-8yo

• Easier informed consents (HIPAA/FERPA)
Supported Needed to Continue Work
Kami Murphy

• Keep the focus on building relationships between adults and children
• Increased opportunities to blend funding, resources, training, systems, data, and practices – learning from ALL experts
• Professional Development funding – New grant examples – expanded partnerships
• Early Educator’s Time and Accessibility – Our most eager group need direct instruction, coaching, and practice for success
  • Early Educators need additional PD hours – but not through school day – let’s look at this – Different for K-12 Credentialed educators
Support Needed to Continue Work
Kacey Rodenbush

• Funding to support coaching, training and technical assistance to districts not funded under federal grant to implement PBIS

• State and national level training to encourage development of systems and instruction on implementation

• Reconsider reinstating legislative mandate for county MH and school districts to partner in meeting mental health needs for Special Education students
Support Needed to Continue Work
Michael Lombardo

• State solutions for exchange of information
• Statewide System for Integrated Data Collection
• Systems to promote integrated funding systems
• State level examples of integration and solution focused decisions
Support Needed to Continue Work

Jodi Couick

• Ongoing funding

• Data collection to drive decision making to improve services

• Expansion beyond K/1

• Expand Tier 2 supports
Audience Participation